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Edok #3

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Dr. Jeanie Cozens

Williams, C. (2009). Word study instruction in the K–2 classroom. *The Reading Teacher, 62*, 570-578.

CENTRAL THEME:

This study looked at the use of word study instruction in kindergarten, first, and second grade, including small-group focus. Over the years, four qualitative investigations of word study have occurred, resulting in an approach that defines what to do and what not to do. Ms. Williams gives nine tips for implementing a word study program in the K-12 classroom.

MAIN IDEAS:

1. Before a word study program is developed, you need to assess what your students know and then continue to assess to determine what they have learned.
2. Determine when small group is appropriate.
3. Set aside time to develop lessons and word activities.
4. Don’t just teach words; teach the meaning of those words.
5. Demonstrate to the students how word study can be used in reading and writing.
6. Utilized strategies to help students build their vocabulary.
7. Utilize the word wall to help demonstrate orthographic principles that you are trying to teach.
8. Include word work in independent time or center time.
9. Include daily extended, authentic reading and writing activities within your lessons.

AUTHOR’S CONCLUSION:

This approach works because of the classroom-based research identifying its success. Even though these nine tips spell out specific guidelines, they are completely integrated to provide overall success. Make your word work lessons focus on the way English words work, and the students will identify this process within the words that they want to spell.

EVALUATION:

I found this article to be very helpful. Elementary teachers are encouraged to place the customary word wall up for all to see. But how helpful is it if it becomes a cheat sheet so to speak. These teachers within the article found a way to make the word wall work. Not just for their instruction, but for the students true benefit. Being prepared is key and don’t always assume that you have it in the bag. The better prepared, the easier it looks and feels. I liked the suggestion that you have to determine what small group time is appropriate. What works for one class or grade, may not work for another. Preparation and knowing your students will help to set up an arrangement that works for all.